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ABSTRACT

A conference attended by local, state, and national leaders and community members: (1) identified educational needs in the Frederick, Maryland area and (2) initiated an ongoing process of communication among community and education leaders. This innovative forum was sponsored by Community Commons, a citizens group, three local colleges (Hood, Mount St. Mary's, and Frederick Community College), and the Frederick County Board of Education. An overview of the speeches of the following leaders is presented: Ernest L. Boyer on national educational trends, Sheldon H. Knorr on higher education trends in Maryland, and David Hornbeck on state public education system improvement efforts. A slide show by Ann Burnside Love included information on Frederick's historical and cultural background and local educational opportunities. A second activity was a press conference with the speakers and local educational leaders, whose comments are summarized. Additionally, a work session with 14 groups identified local educational needs and priorities on the following topics: civic groups, retirees/senior citizens, education, business/agriculture, health, legislation, arts, government, homemaking, religion, recreation, technology/science, media, and volunteers. John L. Carnochan's conference summation and Annie Kronk's conference evaluation findings are reported. Local newspaper articles on the conference and a "New York Times" article are appended. (SW)

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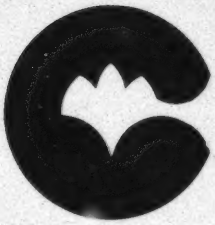

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COMMUNITY COMMONS

EDUCATIONAL CONFERENCE

March 2, 1982

SUMMARY

Written By: Margaret Hindman

Advisory Board Member
Community Commons

COMMUNITY COMMONS
EDUCATIONAL CONFERENCE SUMMARY

BY: MARGARET H. HINDMAN

On March 2, 1982, Community Commons, in cooperation with Hood College and the Frederick County Board of Education, brought together approximately 150 community leaders, representing a broad cross section of interests. The goal was to identify the educational needs of our community.

The very fact that such a conference was held has attracted a great deal of attention. It provided a forum for varied segments of the community to articulate their preceptions of what it is the educational institutions in Frederick County should be providing for both staff and students. And because the impetus for the conference came from outside the education system, it set the stage for an ongoing process by which representatives of the community can communicate directly with educational policymakers and planners.

The conference, and the continuing evaluation and monitoring role Community Commons hopes to assume, is seen as a model that other communities may adopt. This report briefly summarizes the content and process of the all-day conference. Community Commons will continue to communicate with conference participants and the community's educational institutions as followup plans are developed.

OVERVIEW OF TRENDS IN EDUCATION

The morning sessions of the conference were devoted to presentations on trends and needs in education from the national and state perspectives, followed by a slide show focusing on trends in Frederick County. The intent was to provide conference participants with a broad perspective on the concerns and challenges facing education in the United States and throughout the State of Maryland.

National Trends

Dr. Ernest L. Boyer, President of the Carnegie Foundation for the Advancement of Teaching and former U.S. Commissioner of Education, characterized 1982 as "the best of times and the worst of times for education." Education, he pointed out, has historically been viewed by American society as central to our future survival; a strong public education system has traditionally been considered essential. The "dismantling" of federal policies and programs that support education and consideration of proposals that would lead the affluent to abandon public education are alarming trends. He urged that "those who care must affirm the centrality of schools and colleges in our society."

Dr. Boyer identified significant trends affecting education nationwide:

° The student population is changing; as the birthrate in black and hispanic families far exceeds that among whites, public school population (especially in urban areas) is becoming predominantely minority group students.

° The pattern of whites abandoning the public schools as they become

minority dominated, particularly in the context of the current national policy that seems to support this trend, can combine with the changing demographics to produce "a time bomb of sobering dimensions." Dr. Boyer voiced concern that if the majority population fails to support strong public education, "we will see a cultural and ethnic confrontation ... in which the schools could become a battleground."

° There is a decline in the teaching profession; society accords low status to teachers, those students going into teaching are at or near the bottom compared with other professional groups on standardized tests, and the more gifted teachers seldom remain in the profession, he reported. The situation is not related exclusively to money, but also reflects a lack of public confidence in teaching, he commented.

° There has been tremendous growth in education available outside traditional schools, from the media and other "informal teachers" as well as through courses offered by business and industry.

° There is an increasing need for continuing education, in response to the rapidly changing society.

State Trends in Higher Education

Dr. Sheldon H. Knorr, Commissioner of Higher Education of Maryland's State Board for Higher Education, commented that there have been significant gains in recent years in providing students with access to a higher education and in ensuring a diversity of educational opportunities at the college level. However, the elimination of federal financial aid support will have a significant negative impact on colleges, he said, requiring the States to increase their aid to students and colleges.

Dr. Knorr discussed two major needs facing Maryland colleges:

◦ There is a need to increase the quality of the education of students entering college, requiring cooperation between colleges and secondary schools. Colleges, he said, need to improve teacher preparation programs insuring strict accreditation of such programs. Inservice training for working teachers is also important. In addition, admissions criteria for students entering colleges must be strenghtened, he said, to require certain levels of preparation in basic subject areas. Finally, changes in the college curriculum must be made "to prepare students for the challenges of the coming decade."

◦ There is a need for greater cooperation between colleges and secondary/primary schools, to improve efficiency. He pointed to four areas in which cooperative efforts are desirable: colleges can provide support to public schools in teaching basic skills; colleges can provide enrichment programs or college credit programs for advanced high school students; colleges can serve as inservice training resources or provide for faculty articulation and exchange; and mutual communication between colleges and public schools can be improved by regular interchange.

◦ There is a need for citizen commitment to higher education, reflected in a willingness to commit resources and money, he concluded.

State Trends in Public Education

David Hornbeck, Superintendent of Schools for the State of Maryland, outlined statewide initiatives intended to improve and strenghten the public education system:

◦ A commission is exploring ways to encourage able high school

students to enter teacher education (for example, offering scholarships), looking into standards for entrance to teacher training programs, considering changes in the content of teacher training curricula and in the requirements for certification, weighing the use of competency tests as a screening device for content areas, and looking at ways to offer inservice training to support teachers who need to improve skills; developing standards for recertification; and considering pay and other incentives that will keep good teachers in the profession.

° Maryland public schools are also looking into ways they can develop more effective cooperation with colleges, he said. The state public school system is considering whether there should be changes in graduation requirements to ensure excellence; examining alternatives for children who are discipline problems; considering how best the school day and year should be organized so as to take advantage of learning opportunities in the community; and seeking to identify ways to help students make the transition from high school to job or college.

Local Trends in Education

A slide show developed by Ann Burnside Love outlined the historical and cultural roots of Frederick County and the rapidly changing environment of today. The presentation focused on the educational opportunities available in the county, including a community college and two 4-year colleges, the Maryland School for the Deaf, and private and public schools. The role of education in helping the community cope with change was emphasized.

PRESS CONFERENCE

At the conclusion of the morning session, media representatives had the opportunity to question the presenters, as well as local educational leaders. The panel included Dr. Boyer, Dr. Knorr, Mr. Hornbeck, Frederick County Superintendent of Schools Dr. Stuart Berger, Hood College President Dr. Martha Church, Maryland School for the Deaf Superintendent Dr. David Denton, Mount St. Marys College President Dr. Robert Wickenheiser, and Frederick Community College President Jack Kussmaul. T. Meade Felton of the Board of Education served as moderator.

In response to a question regarding whether teachers unions resist efforts to identify incompetent teachers, a number of panelists focused on the more pressing need to reward good teachers. "We hear a lot about teacher incompetence," Mr. Hornbeck commented, "but the vast majority of teachers are good. The issue that confronts us in the issue of changing in response to changing times..."

"The key is not to ferret out incompetent teachers, but to find out how to reward the good ones," added Dr. Boyer. "It is depressing that good teachers are not well honored." He pointed out that while money is an issue, often people are more concerned about lack of recognition.

Another questioner asked how the information from this conference could be applied on a community level to improve the quality of teaching. Dr. Church suggested that outstanding public school teachers be honored by the community, much as outstanding students are recognized in a yearly ceremony. Dr. Boyer pointed to a college that gave an honorary degree to a high school teacher identified as outstanding by several of its outstanding students; another college brings high school teachers onto

its faculty and they teach college courses to gifted students in their high schools.

"Will the information explosion inevitably force the U.S. population into two discinctly separate classes, regardless of what public education can do?", asked another questioner. Dr. Boyer disagreed, suggesting that "the challenge is to prevent domination by technocrats" because issues are becoming so closely linked to sophisticated technology that unless a broader segment of the population learns to understand the technical terms, they will not be able to participate in policy decisions. Other panelists commented that the function of education is to prepare people to find information and to adapt to the changing environment. Dr. Denton cautioned, however, that the disabled may well be further separated from the mainstream as national policies supporting access to information for these groups are abandoned.

WORK SESSION: IDENTIFYING LOCAL NEEDS

The afternoon session was intended to identify the educational needs in Frederick County, as seen from a variety of perspectives. Each conference participant was assigned to one of fourteen groups representing the following interests: civic groups, retirees/senior citizens, education, business/agriculture, health, legislation, arts, government, homemaking, religion, recreation, technology/science, media, and voluntarism.

A structured format (the Delbecq-Van de Van Nominal Group Technique) was used to develop rank ordered priorities within each group. The members of each group were asked to individually identify, based on their personal experience and the information presented in the morning conference sessions, the educational needs in Frederick County; all of the needs were then listed by a moderator. Following discussion to clarify the meaning of the ideas, the group members recorded their own top five priorities. A group ranking was then computed. (In some cases, there were two items with the same ranking.)

The following needs were identified by each of the groups; with the highest priority item listed first:

Religion

1. Find ways to strengthen the family unit.
2. Find ways to emphasize morals and discipline without breaching freedom of religion.
3. Support from business and public for private education.
   Reaching culturally outside persons while preserving traditional cultural values.
4. Positive focus on teacher recognition/advancement.

5. Community courses in societal needs, like stress management, nutrition education.

Civic Groups

1. Good, well-trained teachers.
2. Recognize good teachers at all levels.
3. Improve communications between educational system and the community.
   Special program for gifted children.
4. Vocational education for tourist-related businesses, hotels, restaurants, etc.
5. Parent education.
   Safe and healthful conditions provided in the schools.
   Continue basics.
   Challenging curricula for all levels.

Retirement

1. Continuing education to instruct in the care of and coping with the aged at home.
2. Paid or volunteer work as teacher aides (for senior citizens).
3. Offer programs relating to use of leisure time.
4. Opportunity to teach or tutor in their (senior citizens') area of expertise or a regular basis.
5. Training students in care of the elderly.
   Instruction to counteract discrimination and improve understanding toward the elderly.
   Curriculum should include instruction in economic education, social security program, and entitlement programs.

Education

1. Creation of a more positive public attitude toward education.
2. Greater level of public funding.
3. Attracting good teachers to the classroom and keeping them.
4. Increase standards of quality in terms of student progression.
5. Development of teacher support system -- not just new teachers, but experienced ones as well.

Agriculture/Business

1. Gear programs to current and future career and life needs.
2. Flexible educational institutions.
3. Encourage and recognize teacher excellence.
4. Better understanding between school and family regarding what is taught and expected.
5. Confidence in the educational system.

Health

1. Education for wellness, healthy living.
2. More health education in the schools, especially V.D., alcohol, and family planning.
3. Educate public in preventive medicine.
4. Continuing education regarding parenthood.
5. Realistic coordinated effort among health related agencies and public schools.

Legislative

1. Raise academic standards.
2. Incentive programs for teachers and salary rewards.
3. Stress continuation of Project Basic.

4. Decrease student teacher ratio, beginning at primary level.

5. Improve guidance services.

Arts

1. Competitive salaries for teachers and administrators.

2. Adapt curriculum to create lifelong learners.

   Positive reinforcement for teachers.

3. Equal opportunities for all children in all schools (field trips, projects, equipment, courses).

4. Reduce class size.

5. In service training for teachers and administrators, drawing on community resources and the latest knowledge in individual field.

Government

1. Need to set increasingly higher academic expectations.

2. Recognition through monetary and other means of elementary, middle and high school teachers.

3. Improving performance of teachers already in the system.

   Need to create acceptance of a multi-cultural world.

4. More involvement of parents in school programs -- especially regarding values.

5. Equip every non-post secondary bound student with saleable skills.

Homemakers

1. Seek and use non-traditional and creative resources/revenues (funding).

2. Inservice career education at all levels.

3. Implement technological update at every level.

4. Operational procedures and atmosphere of school need to change to encourage teacher/child creativity.

5. More and better opportunities for parents who want to be better parents.

Recreation

1. Provide education for voluntary youth sports leadership.
2. Provide recreation opportunities for youth in winter.
3. Planned "Recreation for Stress Reduction" education.
4. Make recreational facilities/activities available to all ages.
5. Recreation education, to help people understand what recreation is. Programs for environmental education and appreciation.

Science/Technology

1. Stress basics in all technical areas, especially math.
2. Advanced placement courses should be more closely related to college courses.
3. Vocational programs need to close gap between high school and job market, by better identification of job skills.
4. Identify core concepts and how to educate for these.
5. Improve science education for the layman (non-science major).

Media

1. Basic training on how to learn for all children.
2. Adequate recognition to encourage and inspire good teachers.
3. Funding -- income tax incentives.
4. Provide for continuing education -- lifelong learning.
5. Better coordination between high schools and colleges.

Volunteers

1. Provide opportunities for learning at all ages.
2. Address need to attract and retain high quality teaching staff

(including incentives based on merit).

3. Uniform level of basic skills.
4. Reward system for excellence in teaching.
5. Practical job training for students who will be going out into the work world.

Summation

Dr. John L. Carnochan, Public Relations Director for Eastalco Aluminum Company, Inc., and former Superintendent of Schools for Frederick County, concluded the conference, identifying several common themes in the needs identified:

- Improvement is needed
- Rewards and recognition for teachers are vital; making teaching exciting is as important as upgrading salaries
- Flexibility is needed if educational institutions are to meet the challenges of the future; there must be greater flexibility within institutions, between educational institutions and the "real world", among educational institutions at differing levels, and in developing standards and credentialling.
- Confidence in education must be restored; education is not unique in experiencing a loss of public confidence, Dr. Carnochan commented. "We have to begin to believe again that what we are doing is important."

Evaluation

At the conclusion of the conference, participants were asked to evaluate the sessions. A compilation of the evaluation forms follows:

PARTICIPANTS' SURVEY RESULTS
COMMUNITY COMMONS EDUCATIONAL CONFERENCE

BY: ANNIE KRONK

Each registrant for the Community Commons Educational Conference received a Participants' Survey form in the registration package. The single-page form was designed to be returned anonymously, in order to encourage candid response. In addition, the form was designed to elicit thoughtful suggestions and reactions to the full day's activities; thus, the questionnaire consisted of general, open-ended questions rather than multiple response items, and was collected at the end of the work sessions in order to ensure its completion by those who participated in the whole conference.

Responses to the survey were received from 57% of those registered for the conference; 82 surveys were returned from the 145 registrants. Data were compiled manually, so cross-tabulation of items was listed. The following generalizations can be made about the conference:

- Most respondents were from the community's educational sector (42) followed by civic/community (15) and then business (11). Other sectors acknowledged on the survey were: media (4), retirement (3), health/science (3), religion (2), and government/legislation (2).
- The primary reason for attending the conference was simply that interested and concerned people were invited to attend. Over 75% of the respondents said that they registered because of their

personal or professional interest in attending. Thirty percent of respondents indicated that they attended out of concern for quality education in Frederick County.

- Participants found the day's activities interesting, informative, and well-planned. Ninety-three percent of those responding reported that the morning session provided useful information for the afternoon work sessions, and 55% of those responding indicated that the format of the afternoon work sessions was appropriate for articulating educational needs.
- Follow-up to the conference is essential. Over 84% of respondents suggested some organized kind of follow-up activity, ranging from other similar conference and/or the formation of working task forces (55, or 67%) to simply publicizing in the local media the conference activities (6, or 1%).
- Respondents identified a number of insufficiently discussed educational issues. Issues which received attention from multiple respondents include:

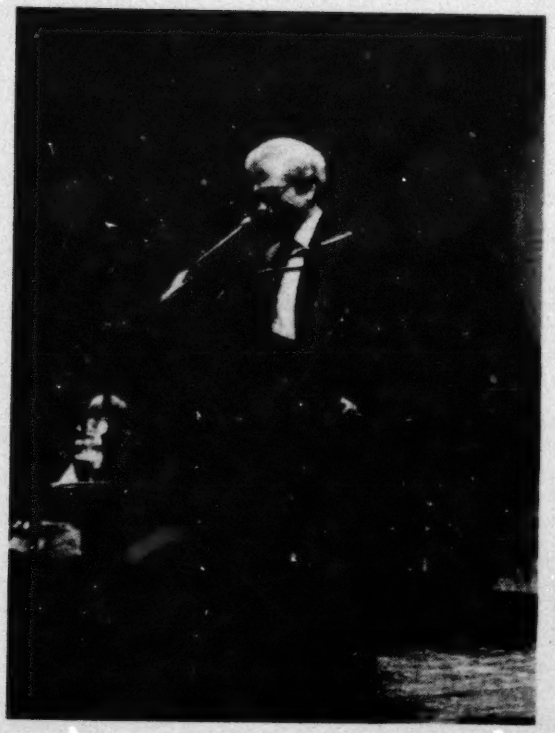
  educational funding;

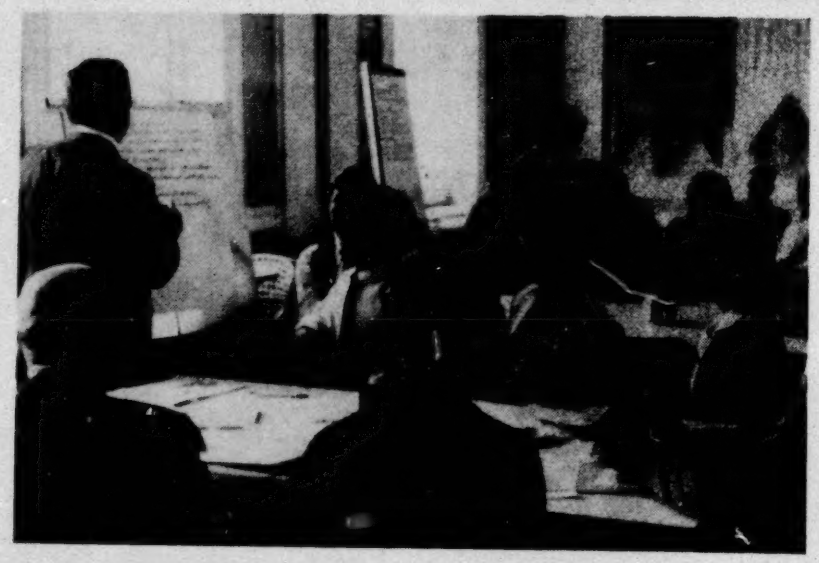
  school/college cooperation to meet identified educational needs;

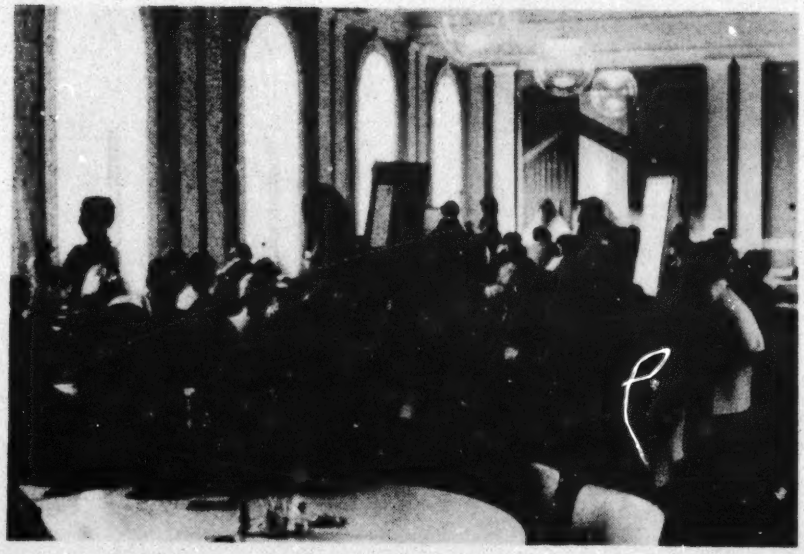
  public recognition of high caliber teachers and educational programs; and

  programming for gifted and talented students.

In summary, respondents were generally satisfied with the plans, program and quality of the Educational Conference. They expect some follow-up activity that will involve at least the educational sector of Frederick County and, at most, will call them together again to pursue the discussions begun on March 2, 1982.







THE POST, Frederick, Md.
Tuesday, March 2, 1982 A-4

Educational conference slated

Frederick's past and future are coming together in a slide presentation being prepared by Ann Burnside Love and Harriet Wise for the Community Commons Educational Conference planned Tuesday, March 2, at Hood College.

The conference, which could become a national model as a way for communities to plan for future local needs, will involve local, state and national leaders.

During the all-day program approximately 200 representatives of more than 30 community groups will be given an overview of local, state and national educational trends by several knowledgeable educational leaders.

The overview of trends affecting local options in education will outline external pressures on education such as financing, population growth, and legal requirements.

In addition to the Community Commons presentation on Frederick County, a press conference and work sessions have been scheduled.

The slide presentation will focus on Frederick as a community and give participants in the conference some insight into the count's values and hopes for the future.

Following the morning program, Dr. Ernest L. Boyer, currently president of the Carnegie Foundation for the Advancement of Teaching; Dr. Sheldon H. Knorr, commissioner of higher education, State Board for Higher Education; and State Superintendent of Schools, Dr. David Hornbeck, as well as representatives from Hood College, Mount St. Mary's, The Maryland School for the Deaf, and the Frederick County Board of Education will be available to the press. Those attending the conference will also be invited to remain for the press conference.

After lunch, work sessions designed to identify local educational needs and priorities are scheduled. Working sessions will have representatives sensitive to the needs of various county groups such as local business, science and industry, the arts and communications, public and private educational institutions for all ages, legislative and political groups, as well as volunteer and health organizations.

Group leaders for the session are: Pauline Bowlus, Nancy Bruce, Ann Hall Marshall, Birch Hotz, Marj Bernstein, Cora Brown, Clay Martz II, Dr. Martha Schipper, Tom Mills, Gilbert L. Kingsbury, Rev. Theodore E. Haas, Dr. David Denton, Dr. Harold Neufeld, Mrs. Rita Gordon and H. Edward Reiley.

Conference preparations

Frederick — the community, its values, and its hopes for the future will be presented through a slide show during the Community Commons Educational Needs Conference at Hood College March 2. Ann Burnside Love, left, and Harriet Wise piece together the presentation. Speakers, a press conference and workshops are included in the day-long conference. The conference could become a national model as a way for communities to plan for the future. (Hood College photo by Ruth Ann Offutt.)

A list of educational needs developed by the working groups will be given to Community Commons and to the educational institutions participating in the conference to be used as a base for further action.

Community Commons, which is sponsoring the conference as a community service, will coordinate future meetings designed to provide a forum for educational policy decisions affecting Frederick County.

The conference is being funded and produced by a coalition made up of Community Commons, along with educational and business groups, including Hood College, Mount Saint Mary's, the Frederick County Board of Education, the Phoenix Corporation and Eastalco.

'. . . best and worst times for public education' The Post, Frederick, Md. Wednesday, March 3, 1982

Educational trends explored

By ANNE M. KELLEY
News-Post Education Editor

"It is up to those who care about schools to affirm their future," said Dr. Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching.

Dr. Boyer was the first of three guest speakers Tuesday at the Educational Conference sponsored by Community Commons at Hood College.

National state and local trends in education were explored by Dr. Boyer, Maryland State Superintendent David W. Hornbeck and Dr. Sheldon H. Knorr, commissioner for Higher Education for the Maryland State Board of Education. Frederick County's school system, from its inception over 200 years ago to the present, and hopes of the future were presented in a filmstrip written and directed by Ann Burnside Love.

"This is the best and worst of times for public education," commented Dr. Boyer. The issues today present a very confusing picture, he said. In the forefront of national education are four issues, equally imposing to both public schools and colleges.

First, Dr. Boyer stated, education at all levels is being challenged. This is evident at the community level and at the national level with the dismantling of the Department of Education.

"This is in direct contrast to the more buoyant, optimistic mood of 25 years ago," said Dr. Boyer. Just after the launching of Sputnik by Russia, America was committed to meeting the challenge of building a vital school system, of constantly investing in children and the future."

(Continued on Page A-3)

Though education may be severely criticized today, at the grass roots level, there is an emerging commitment not to let this thing (public education) unravel. There is concern for the public school system and how it may be improved, he added.

Secondly, a dramatic demographic change in the nation's student body will be affecting the school system of the future. The age and ethnic background of the student body is expected to change with the end of the "baby boom" and the influx of immigrants to this country.

By 1990, Dr. Boyer stated, there is an anticipated decrease of 23 percent in student population. The population of the United States, on the whole, will be older, with minority races making up the larger segment of the student body.

Historically, minority races have a proportionately larger student dropout rate. As the total percentage of high school dropouts increases, economic, productivity, human resources and general quality of life will decline.

"This is a tinder box situation," said Dr. Boyer. "If we are not careful, we could divide ourselves, not only by age, but also by culture and ethnic confrontations, the have and the have nots."

Another question that must be asked of educational institutions involves the concept of formal education. Dr. Boyer anticipates that future education will include the use of "alternate teachers" and "alternate classrooms." Teachers may include individuals from the business community, and "classrooms" begin appearing beyond traditional school.

Already, Dr. Boyer stated, corporations are teaching their employees everything from basic skills to offering advanced degrees. "These are growing at a dramatic rate and will have to be integrated into the concept of formal education," he said.

Such a move is precipitated by businesses as well as a decline in the numbers of teachers. "Teachers live in no idyllic climate," Dr. Boyer said. Early in the classroom, students learn to challenge authority. Because of the lack of teacher authority and confidence in teaching, these professionals are faced with a nearly impossible job. Many teachers are leaving after only five years — and by and large, these are the better teachers, he stated.

Finally, Dr. Boyer, said that educational institutions must meet the challenge of providing continuing education for adults.

"Education is a lifelong process, and, unless we take steps to face that reality, formal education, like the dinosaurs, will be extinct. It is no longer possible to enter the culture of the '80s with no more than a high school education in order to be fulfilled and successful," he concluded.

Strides made in higher education in Maryland have been great, said Dr. Knorr taking the podium.

"There are increased opportunities for students in higher education, but we are in danger of losing the gains we have made because of federal policy," he said.

Decreased student aid will wipe out approximately 10 percent, or 10,000 students, from going to college, he added. The state will have to take measures to supply aid to independent colleges and to make up for lost grants.

Trends in higher education in the future will include improved quality and improved efficiency. Neither are at levels high enough to be acceptable now, Dr. Knorr stated.

In light of the demands the public is placing on institutions of higher education, students will have to be prepared for college work in high schools. In turn, teachers will have to be prepared to handle these increased responsibilities.

"Good teachers lead to better students," he said.

In addition to increasing efficiency and quality, and preparing both teachers and students for increased expectation at the college level, institutions of higher education must become more accessible to an older population.

"Efficiency will result from greater interaction between all levels of schooling," Dr. Knorr concluded.

Having come to terms with the basics through "Project Basic," State Superintendent Hornbeck noted that primary and secondary education systems must also now concentrate on quality.

"We must establish increased standards to challenge students to be all that they can be," stated Hornbeck. "School climate and discipline standards must be increased, as well.

"We must also examine education and where it best takes place," said Hornbeck. "We must aid and assist young people, facilitate their growth and not get in their way.

"Much remains undone. The impetus has been provided Now, it is up to all of us," he concluded.

The morning session closed with a slide presentation prepared by Mrs. Love and Harriet Wise examining Frederick County — its past, present and future, including trends in education.

Members of Frederick County's educational system, as well as the guest speakers, entertained questions during a brief press conference followed by luncheon and work sessions to identify the needs and priorities of education within the county.

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Battle brewing between haves and have-nots

Educator warns against abandoning public schools

Photo by Paul Sisler

Educators, business people and others attended a day-long conference on education at Hood College yesterday.

By PAUL BARTH

FREDERICK, Md. — America is on the edge of abandoning public education, and children, particularly from minority families, will be left to scramble for themselves, a prominent educator said yesterday.

"We are at an enormously dangerous crossroads," said Dr. Ernest Boyer. "We are seeing the nation challenge the necessity of public schooling as the centerpiece of its policy."

Boyer, president of the Carnegie Foundation for the Advancement of Teaching, warned that public education is in jeopardy because many people no longer perceive it as vital to the future of this country.

In Washington, D.C., and in state capitols across the nation, the budget cutters are taking an ax to government spending, and education has become a sacrificial lamb, he said.

Boyer is the former U.S. Commissioner of Education and an education writer. He made his remarks yesterday to a group of educators, business people, and others from the Frederick County community at a day-long conference on education.

Sponsored by Community Commons, a local think-tank on the quality of life in the county, the education conference drew more than 150 participants.

Boyer said that when the Russians shot Sputnik into space in the late 1950s, Americans swiftly demanded good, public education.

The National Defense Education Act drafted at that time "reads almost poetically, certainly inspirationally" in its assertion that the nation can survive only with a vital, educational system, he said.

The Reagan administration's love affair with military weapons gives only an illusion of security, he said. "Unless we see the need to invest in the children, there is no future," he said.

With an ever-growing arsenal of complex and sophisticated weapons, the emphasis on education must be increased or there will be no one to operate the equipment, Boyer said. An admiral recently told him that more and more enlisted men and women are quitting the Navy because they cannot handle the electronic equipment or read technical manuals that are already written in as simple a manner as possible, Boyer said.

Ernest Boyer

"We have the irony of post-doctorate people working in labs designing equipment that has to be maintained by high school drop-outs," he said. "I wonder if we won't be driven to peace because of the change in hardware."

One reason for Reagan's success in cutting federal money for education is what Boyer called the "graying of white Americans."

White Americans, the traditional powerbase in this country, are getting older and they have fewer school-age children, he said.

They are losing their inclination to support public schools, especially big city schools which are filling up with minority students, and the time may come when public education becomes a battleground between the haves and have-nots, he said.

Boyer is also worried about the decline in the number of good teachers. On college entrance exams, would-be teachers, on the average, score near the bottom of the scale, he said.

And what is worse, almost half of the "best and brightest" teachers quit the profession within five years, he added.

Another danger to formal public education is competition, Boyer said. Parents and teachers, who were once held in high esteem by children, have been losing ground to peers and television, he said.

And corporate classrooms, a rapidly growing industry now worth $30 to $60 billion, are becoming another strong competitor, he said. Corporate schools — like Big Mac U and Sheraton University — are becoming commonplace, he said.

Panels recommend rewards for teachers

By PAUL BARTH

FREDERICK, Md. — If good teachers are rewarded with honors and higher wages, they will not be lost to administrative posts or jobs in private industry that pay better.

That was one of the basic conclusions reached yesterday by 150 educators, business people and others who attended a day-long seminar on education.

The idea first surfaced during a news conference earlier in the day when Dr. Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, answered a question about the competence of teachers.

"The key to quality teaching is to reward the good ones. Every profession has its incompetents," Boyer said.

Good and bad teachers are now carried along together, and there are no financial or honorary distinctions made, he said. This discourages the good teachers — 40 percent of whom leave the profession within the first five years — and makes a career in teaching less attractive to high school youngsters, he said.

"It's a front-loaded profession with some exciting introductions, but after that it goes downhill," Boyer said.

For a good teacher to get recognition and financial rewards, he either has to become an administrator or turn to private industry, he said.

Boyer suggested that one idea school systems could pursue would be to create the rank of Master Teacher — a more honored and better-paying position.

His remark seemed to spark considerable interest among those at the Community Commons conference on education.

At a workshop later in the day, 14 committees each drafted their own list of five major goals for education and the idea of rewarding good teachers popped up repeatedly and often as the number one priority.

Other recommendations included tougher academic standards, continuing education for adults, strengthening the family, and teaching basic scientific and mathematical skills.

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The Frederick Post

B-2 Thursday, March 4, 1982 Frederick, Md.

Where to from here?

Frederick County gained the unique distinction Tuesday of becoming the first in the country — according to national education experts participating — to bring together with local, state and national leaders, a broad cross-section of the community in a day-long brainstorming session to give new priority to educational needs.

What then are the real educational needs of the county — at all levels of education, from pre-school to life-long learning?

The priority list, carefully culled from well over 1,000 perceptions of educational needs written down and ranked by some 200 participants, is now being prepared and should be made public by mid-March.

The job of organizing all the material generated during the conference is now in progress, according to Mrs. Richard R. (Maggie) Kline, president of Community Commons, which with Hood College, the host, and the Frederick County Board of Education, cosponsored the event. Costs were underwritten by Eastalco Aluminum Co. and Phoenix Inc.

When the final report has been completed and a summary prepared, the planning committee for the conference will review the work, then make it public to participants, educational policy makers and governing officials.

Based on actual participation in the well-planned and carried-out conference, the results are expected — in the words of the keynote speaker, Dr. Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching — to be "exciting."

Equally impressed was Fred Hechinger of the New York Times Foundation, a special guest.

Two other speakers anxiously awaiting the conference report are Dr. Sheldon H. Knorr, Maryland Commissioner of Higher Education, and Maryland Superintendent of Schools David Hornbeck, who said they were enthralled by the prospects of the event.

Community forum panelists praising the efforts and expressing high expectation in their different fields of education as a result of the conference were Dr. Martha Church, president of Hood College; Dr. David M. Denton, superintendent, Maryland School for the Deaf; Dr. Jack B. Kussmaul, president, Frederick Community College, and Dr. Robert Wickenheiser, president, Mount Saint Mary's College.

All this is fine. So it was a great and unique conference, But, where do we go from here? Will anything really come out of it, or will the fruits of the educational conference wither on the vine of official indifference?

Outside of Congresswoman Beverly Byron and her aide and a representative from the Frederick Mayor's office (Mrs. Carolyn Greiner, administrative assistant) no other elected officials in the county attended — and all were invited — mayors, commissioners, legislators. And none sent representatives. Former Alderman Claude R. DeLauter Jr., a member of the board of education, was a participant, as were board president Frances Asbury and directors Rita Gordon and Gail Bowerman.

At least three conferees expressed disappointment in the absence of elected officials.

But where do we go from here?

Community Commons will continue in its neutral role as moderator, throughout the preparation of the report and the presentation of the conference findings to the county's educational policy makers and elected officials.

Planned follow-through will be addressed, and a revision and evaluation workshop is in the offing for next year.

An immediate result, Mrs. Kline explained, is that Community Commons is undertaking a new assignment — the recognition and honoring of truly outstanding teachers — one of the essential needs" listed by several of the 14 worksession groups during the afternoon session.

The conference seemed to provide proof that change is needed and that change is coming. Frederick County, through an innovative and creative event, has a golden opportunity to be out in front when the time comes.

Where we go from here depends entirely on how well we assess the results of this unique conference and what we do to meet the challenges which lie directly ahead as this decade and century come to an end.

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People. . .

THE POST, Frederick, Md.
Thursday, March 4, 1982 B-7

Panel discussion at educational conference

Among the items on the agenda at the day-long educational conference at Hood College Tuesday, sponsored by Community Commons, was a panel discussion and press conference. Participating were (from left) Dr. David M. Denton, superintendent, Maryland School for the Deaf; Dr. Stuart Berger, superintendent, Frederick County Schools; Dr. Robert Wickenheiser, president, Mount Saint Mary's College; Dr. Martha E. Church, president, Hood College; Dr. Ernest L. Boyer, president, Carnegie Foundation for the Advancement of Teaching; David Hornbeck, superintendent of schools for Maryland; Dr. Jack Kussmaul, president, Frederick Community College; Dr. Sheldon H. Knorr, commissioner of higher education of Maryland's State Board for Higher Education; and T. Meade Felton, Frederick County Board of Education, who moderated the discussion. (Photo by Kurt Holter)

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Education conference held at Hood

By ANNE M. KELLEY
News-Post Education Editor

What are the needs and trends of the nation's school system, of its teachers and students? These questions were examined by national, state, and local leaders in education at the Community Commons' Education Conference held at Hood College Tuesday.

Presentations by Dr. Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, Dr. Sheldon Knorr, commissioner of higher education of Maryland's state board of education and Maryland State Superintendent of Schools, David W. Hornbeck were followed by work sessions coordinated by Frederick community leaders. Afternoon sessions including some 200 county residents and educators identified needs and priorities of all aspects of county education from primary school through college, public and parochial.

Each group represented a different aspect of the community — civic, education, health, arts, homemakers, recreational media, retirement/senior citizens, business/agriculture, legislative, government, churches, technology/science, and volunteers. All offered recommendations citing what they believed to be the most important needs facing the educational community at this time. From these work sessions, priorities will be chosen as county objectives.

Primary concerns brought to light included the need of well trained teachers, parent education, continuing education, creation of a more positive public attitude towards education, the realization of teacher needs, education for "wellness," a tightening of academic standards, competitive teacher and administrator salaries, the addition of nontraditional and creative resources to meet educational needs, seeking ways to increase and strengthen family unity, sports clinics, identification of technological and scientific concepts and how to teach these concepts to students, basic training of how to learn, and increased opportunities in all fields of education for all ages.

The educational conference was sponsored by Community Commons, Hood College, Mount St. Mary's College, Frederick Community College, and the Frederick County Board of Education.

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Science Times

The New York Times

With Education, Sports, Arts

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ABOUT EDUCATION

One Town Speaks Out for Many

By FRED M. HECHINGER

FREDERICK, Md.

WHAT happens when an entire community speaks out on the plight of the public schools and how to deal with it? Can school people, college administrators and ordinary citizens agree on some priorities? What are the obstacles to community-wide action?

Frederick, a community less than 40 miles from Washington, has made a stab at finding answers at a time when it is generally agreed that public education is in serious trouble. The exercise was the outgrowth of a meeting last August in Colorado Springs, when the nation's 50 state education commissioners broke with tradition by inviting college presidents and deans from around the country to their annual summer institute. Their intent was to create a sense of common cause between the public schools and higher education.

Out of that meeting emerged an agreement that public education would remain in jeopardy unless it could rely on a strong new coalition, not only with colleges but also with broad community forces. After attending the summer conference, Dr. Martha Church, the president of Hood College, a small women's school here, decided that Frederick should organize a day-long educational town meeting that might become a model for grass-roots coalition building.

Earlier this month, the plan became reality. The meeting was sponsored by Community Commons, a 10-year-old organization that grew from a garden club into a forum concerned with "what all residents hold in common." It was joined by three colleges — Hood, Mount St. Mary's and Frederick Community College — and the county Board of Education. The goal was to identify those public education concerns

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About Education

Continued From Page C1

to which the entire community could address itself.

The atmosphere left no doubt about a consciousness of public education's crisis. "I do not recall any period when the picture of education was more confused," said Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, in an opening statement.

For the first time, Mr. Boyer added, the idea of "the public school as the centerpiece of education" was under challenge, and there was a growing attitude that "the nation is not dependent on a strong public school system." He recalled with nostalgia the days when President Eisenhower said "almost poetically" that without such a system the country could not flourish.

Dr. Sheldon Knorr, Maryland's Commissioner of Higher Education, pointed out that in recent years young people in the state who were preparing for teaching careers averaged 50 points below the average Scholastic Aptitude Test scores of all other college applicants.

The question that dominated the town meeting was how to get and keep good teachers.

The discussion began with rather truculent public demands to "get rid" of poor teachers — the incompetent, the deadwood and the disillusioned. Dr. Boyer replied: "Some physicians scare the daylights out of me and some lawyers offend me. Every profession has its borderline cases. The real question is not how to get rid of the poor ones but how to attract and reward good ones."

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One suggestion made was that initiative must be rewarded beyond the present limits of the salary scale, because teaching is a "front-loaded profession" that offers most of its excitement in the beginning, with everything soon going downhill.

A way to accomplish this may be the creation of a category of master teachers. The Yale-New Haven Teacher Institute was cited as an example because it invites high school teachers to take part in some of the university's academic affairs, offering them a sense of collegial standing and, as one observer added, even that ultimate badge of recognition: authorized parking space. Syracuse University appoints some high school teachers as adjunct instructors and encourages them to teach college-level courses in their schools.

Dr. Boyer recalled that when the president of Georgetown University found there was an extraordinary number of students from the Bronx

Tom Bloom

High School of Science among his freshmen, he asked them to identify the teacher who influenced them most. At the university's next commencement, that teacher was invited to take his place among the usual celebrities and prospective donors to accept an honorary degree. When his citation was read, students rose in wild applause and, said Dr. Boyer, the university faculty "briefly looked down over its arrogant abyss" to recognise a colleague "below."

During the lunch break, the conversation turned to a recent segment of "60 Minutes," the CBS weekly news magazine. It had featured Geoffrey Perry, a British high school physics teacher who, with his students, a tape recorder, a pocket calculator, a short-wave receiver and an analytical mind, had been tracking Soviet and Chinese space vehicles.

In 1977, one of Mr. Perry's 17-year-old students discovered a Soviet satellite acting erratically and predicted, with less than a day's error, when the satellite would crash. A British space expert readily admitted that the information provided by Mr. Perry and his classmates at Kettering Boys School in the Midlands is taken very seriously by the authorities.

The broadcast was cited to underscore how unusual it is for American institutions — academia, government or corporations — to think of "ordinary school teachers" as part of the exclusive world of intellectuals, scholars or researchers. Relegating teachers to such a low station offers little incentive for bright young people who, in addition to teaching, look for recognition outside the classroom.

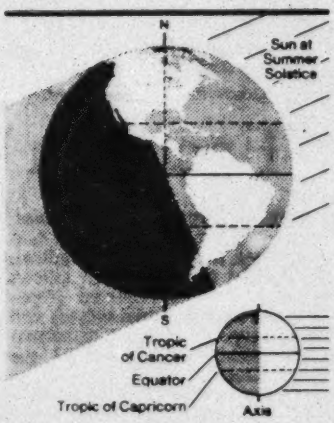
Although the issue of teaching seemed to dominate the town meeting, there was also a demand for closer cooperation between schools and colleges. And, before the conference adjourned, one school administrator observed caustically that the only sector that, with one exception, had failed to respond to the all-community call was that of the politicians — representatives of the legislature and county governments. They were apparently still unaware of what Dr. Boyer described as a growing "determination by people who refuse to allow this thing — public education — to unravel."

The question is when the politicians will be impressed by this grass-roots approach and therefore try to catch up with the parade they are obviously not leading. This is also the question that makes the Frederick model significant to those who want to venture a guess about the prospects of new coalitions in support of the public schools.

Q&A

Q. *Are the days and nights of equal length along the equator the year round?*

A. Yes and no. Mathematically speaking, yes. Because the axis on which the earth turns is at 90 degrees from the equator, the line dividing the sunlit half of the earth from the dark half always crosses the equator at points 180 degrees of longitude apart. The result is days and nights of exactly 12 hours, no matter how long or short the days may be at other latitudes. The length of day and night can be calculated fairly simply for any day at any spot on earth, and in the case of the equator the answer is always the same: 12 of one, 12 of the other. However, the calculations assume that the sun is a point rather than a disk, and sunrise and sunset happen when that point, at the center of the visible sun, crosses the horizon. In real life, however, most people feel



3 The New York Times/March 14, 1982

that sunset is not over until the sun has disappeared entirely. The apparent radius of the sun is about one-quarter of one degree, meaning that a minimum of one minute is required for the edge to follow the center below the horizon. Moreover, atmospheric refraction keeps the sun in sight for some time after it has actually gone below the physical horizon. Consequently, for nonmathematicians at the equator, the days are a few minutes longer than the nights.

Q. *Is there a danger that the mirror of the space telescope to be placed in orbit in 1985 may become imperfect as a result of collisions with stray matter moving through space?*

A. There is certainly such a danger, but after more than 20 years of space flight there is less anxiety than formerly over puncture or erosion to spacecraft from micrometeorites, dust and other matter in space. The mirror itself is at the bottom of a long tube so that only particles coming from a narrow angle are likely to reach it. Nevertheless, scientists concerned with the space telescope expect it to be eroded, but they estimate, from experience, that it will have a useful life of 15 to 20 years.

Other Views:

THE POST, Frederick, Md.
Tuesday, March 23, 1982 A-7

analysis—commentary—opinion

scheibel/hanna/plagenz/alexander/handler/goll

'state of education'—by eugene goll

Community Commons: A group for education

Education is an essential ingredient in a community's vitality; that was the theme of a March 2 conference held at Hood College in Frederick. The get-together also served to demonstrate how a ground-swell community group can take the initiative in their efforts to improve their community.

Indeed, hundreds of people in Frederick County have organized into what they call Community Commons. The group seeks to view the community as part of the entire environment. In calling for the conference, the group, through two of its leaders Maggie Kline and Peggy Smith, wanted to emphasize the importance of looking ahead in education, which is so much a part of the community.

There was, of course, an undercurrent of pride in being the first county to take such an initiative. One thing is clear to anyone who travels around Maryland, that each of the different parts of the state has a sense of local pride. It is natural, therefore, that the Commons people want their efforts known throughout the state.

Frederick Countians are as interested in education as residents of any other county. They have reasons to be. There are two private colleges in the area, a claim that cannot be made by another non-metropolitan area county. Both colleges, Hood and Mount St. Mary's in Emmitsburg, show signs of good health, unlike some institutions caught between rising costs and threats of reduced student enrollments.

Last fall Frederick Community College had the highest percentage increase enrollment of any of the state's 17 community colleges. The Maryland School for the Deaf in Frederick has a state-wide reputation for effective teaching of young deaf people.

The public school system shows as much willingness to be innovative in responding to problems as any other in the state. For example, about five years ago the school board set up competency-based curriculum in most subjects. It is more ambitious in terms of what is expected of students than the state education department's efforts in providing basic skills learning. Another innovation is the alternative learning school for recalcitrant students, which tries to take disruptive pupils away from regular classes.

Some of the changes are a result of the school system's willingness to listen to its citizens. It is more than coincidence that concerns from such groups as, for instance, Advocates for Academic Excellence, resulted in more attention given to the brightest young people in the schools (for a change!).

Thus, the Community Commons prompted Hood College to host its conference, and the school board, the Frederick Community College, and Mount St. Mary's College to sponsor it. Financial help came forth from such firms as Eastalco Aluminum Company and Phoenix, Inc.

The group was also able to bring Higher Education Commissioner Sheldon Knorr and State School Superintendent David Hornbeck to the meeting. These busy men spent the entire day adding to the efforts of some 200 people trying to decide what future education holds for the county.

Community Commons, a citizens group seeking to better their county through education and/or other means, deserves to be noticed.

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The News

Vol. No. 99 — No. 116 | Press Run Today | Post 21,150 | News 14,700 | Total 36,000 | Frederick, Maryland 21701 Tuesday, March 2, 1982 | AP leased wire and features | 15¢

Community Commons conference

Educational leaders from the county, state and nation gathered Tuesday morning at Hood College with guests attending a day-long educational conference sponsored by Community Commons. The day's first speaker, top photo, was Dr. Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching. Maggie Kline, at podium, lower photo, welcomed groups and participants, and Dr. Martha E. Church, Hood College president, introduced guests. Slated to speak later in the day, but not pictured, were Dr. Sheldon E. Knorr, commissioner for higher education, Maryland State Board of Education; and David Hornbeck, superintendent of schools for the State of Maryland. (Photos by C. Kurt Holter)